

Lydlynch Pre-School

Lydlynch Infant School, Lydlynch Road, Totton, Southampton, SO40 3DW

Inspection date	07/01/2013
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are lively and confident and enjoy attending this welcoming pre-school.
- Practice is based on a secure knowledge and understanding of how to develop children's learning and development.
- Activities and resources are varied and stimulating, they interest and motivate children to learn and they make good progress in all areas of their development.
- Effective partnerships with parents means that children's progress at home and pre-school are shared and used to plan for their next steps in learning.

It is not yet outstanding because

- There are missed opportunities for staff to extend and challenge children's understanding of mathematical concepts, specifically for older and more able children.
- There are few resources in the environment that are rich in print where children learn about words. For example, using names, signs, labels and, posters.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside and talked with a number of staff from the main room.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of views of parents and childminders spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector held discussions with the manager and deputy.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Lydlynch Pre-School Limited registered in 2005. It is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register and is a member of the Pre School Alliance. It is managed by the directors and manager and

operates from a self-contained wing in Lydlynch School in the centre of Totton near Southampton. There are currently 68 children in the early years age group on roll. The setting is open each weekday from 9am to 3.15pm during term time only. It also offers a breakfast club to children attending the school and pre-school from 8am each morning. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. There are 13 staff who work with the children, of whom 10 hold a relevant National Vocational Qualification at level 3, and one holds a relevant level 2 qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- model and encourage the use of mathematical language and concepts specifically for older and more able children
- enhance the indoor environment further so that children see printed matter to help them learn about words, eg using names, labels, signs and posters.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled and thoroughly enjoy their time at the pre-school. Staff have a good understanding of the Early Years Foundations Stage requirements and how to support children to learn effectively. They carefully organise the learning environment to provide plenty of interesting resources and activities to cover all seven areas of learning. Children can choose what they want to play with and independently access the resources.

Staff join in children's play sensitively, following children's ideas and providing additional resources to extend their games. They know when to join in to support children's play and when to step back to give children time to work things out for themselves. Staff have high expectations of children as they complete regular and precise assessment of children's progress. Staff observe each child, which enables them to identify any additional needs early. Appropriate support systems are put in place to help children make good progress in relation to their starting points. Staff set realistic targets for individual children's next steps towards the early learning goals.

Small group activities take place with staff leading focused activities. Children feel sensory

items looking at their shapes and sizes learning new vocabulary. They examine shapes, comparing and matching other items around the classroom. Children draw them and discuss how many sides a triangle or a rectangle might have. These activities place a good emphasis on numeracy and literacy, supporting younger children very well. However, staff miss opportunities to extend and stretch older and more capable children. For example with additional mathematical language and problem solving activities. Children learn about the uses of technology as they confidently operate the computer, accessing their chosen activities and games. They enjoy imaginary games in the large wooden log cabin where they can dress up and role play. Children develop their language and literacy skills well as they enjoy spending time in the cosy and inviting book corner. Staff support their communication and language skills by modelling language and introducing new words. However, the environment is not rich in print that can further promote children's language and literacy skills.

The educational programme is well balanced and implemented successfully by staff. As a result, children make good progress in their learning and are acquiring the skills, attitudes and dispositions ready for the next stage of their learning.

Staff work closely with parents when children first start at the pre-school to find out about their interests and what they can do. They use this information to plan activities to support and extend children's learning. Children who speak English as an additional language are encouraged to speak and understand English. Staff use picture cards and Makaton signing to develop language skills. Staff work closely with parents and external agencies in order to provide a coordinated approach to meeting individual children's needs. This helps all children make good progress in all areas of their learning and development.

The contribution of the early years provision to the well-being of children

A key strength of this pre-school is the strong bond that staff develop with all children. The key person works closely with each child and their family to understand and meet their individual needs. This well-established system helps children to feel settled and develops their confidence during their time at pre-school. Parents comment that they are happy with the settling-in process, which enables all children to adjust to the new surroundings. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. Staff listen attentively to children and help them to develop their ideas, encouraging them to independently explore the resources. As a result, children are well motivated

Children are encouraged to lead healthy lifestyles through plenty of physical play opportunities and the good range of healthy snacks. Children enjoy exercise and being outside in the fresh air. Children run, jump and skip outside, supporting their physical development. Children explore their environment as they move around using all of the play area. They practise new skills as they ride bikes and concentrate on pushing the pedals. Snack time is an opportunity for children to learn about healthy lifestyles. They know that they need to wash their hands before eating and learn about the benefits of

healthy choices. They also understand how to keep themselves safe, for example, they tidy away resources after play to reduce the risk of tripping hazards, keep themselves safe when using tools such as knives and scissors and have regular fire drills so that they know what to do in the event of an emergency.

Children's behaviour is good as adults support them to understand the pre-school rules. Children learn to play co-operatively and take turns, and show genuine care and concern for each other. Children receive lots of praise for their achievements and they show pride in learning new skills. Children's self-esteem and confidence are strong as a result and they gain good skills for the future.

The effectiveness of the leadership and management of the early years provision

Management and staff understand the importance of complying with the safeguarding and welfare requirements, which they effectively implement. Systems for recruiting staff are robust, ensuring that all staff complete all the necessary checks to be working with children. Comprehensively maintained policies, procedures and child records support the safe and efficient management of the pre-school. Management fully understand their role in implementing the learning and development requirements. They closely monitor the delivery of the educational programme by observing staff at work in the room and by assessing the effectiveness of all planning for the seven areas of learning. Regular supervision and appraisals are used effectively to identify where staff want to progress to in their own development. The management use these methods as constructive sessions to talk to staff about any issues or concerns that arise. As a result, staff are given opportunities to take further training and improve their childcare skills.

The pre-school also works effectively with partners from the local authority to identify their strengths and weaknesses and to access support. They draw up clear action plans to enable staff to identify their priorities for development. Staff work positively with outside agencies to promote continuity of care in meeting children's individual learning needs, such as Early Years Advisors from the local authority. This allows them to seek advice and support should they require additional guidance. Staff support children's transition to school by working closely with parents and the local school by sharing children's achievements and stages of learning and development.

Staff develop good relationships with parents and this has a positive impact on meeting children's individual needs. Parents are fully informed of their children's progress through the 'communication book' and observation records. Daily verbal and written feedback enables staff and parents to work together to promote continuity of care routines. Parents are encouraged to become involved within the pre-school; they attend regular parent evenings and the pre-school newsletter tells them about events. Parents comment favourably about the care and describe staff as very approachable and friendly.

Management have worked hard in response to the recommendations from the last inspection and this has had a positive impact on their practice. Strong self-evaluation

identifies areas for improvement, such as the development of areas in the garden to provide more stimulating learning opportunities outside. Staff are very enthusiastic and passionate about improving outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY309670
Local authority	Hampshire
Inspection number	895856
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	28
Number of children on roll	68
Name of provider	Lydlynch Pre-School Limited
Date of previous inspection	14/10/2009
Telephone number	02380863176

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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